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ABSTRACT

The study attempted to evaluate the impact of an experimental Black Studies course on the attitudes of black students toward education, the "system," whites, and Black Studies. The instrument developed for the study was an open-ended essay type questionnaire. Demographic data was collected. The questionnaire was administered in an experimental Black Studies ("Introduction to Black America") class at Southern Illinois University which was 60 percent black. The questionnaire was administered on a pre-post basis with approximately a 12-week time interval. The results would seem to indicate that there was very little change with respect to the attitudes assessed in the open-ended questionnaire. Information was obtained indicating that the individuals who were participating in this program and who were talking about the "system" and discussing the concept of this system were not in agreement as to what the system was. In future work in such courses, the individuals responsible for the material in the course might seriously consider dealing with the issue of helping the students describe the university system in which they are operating and make the students aware of the alternatives that they have available to them within the system. (Author/JM)

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ABSTRACT

Student Opinions and Black Studies

James Rosser, Harold Bardo, and Donald Beggs

The purpose of this study was to determine the impact, if any, that an experimental Black Studies course had on the attitudes of black students toward such variables as education, the "system", Whites, and Black Studies. The instrument developed for the study wa. an open-ended essay type questionnaire. Demographic data were requested on the dover sheet.

The questionnaire was administered to an experimental Black Studies GSB 309--Introduction to Black America class comprised of black and white students--freshmen through seniors. The class was approximately sixty percent black.

The course was experimental in that major emphasis was placed on internalization of content provided by lectures, films, and readings in affective group interaction sessions. The sessions were led by junior and senior level black undergraduates called "L" groupers. The "L" groupers had undergone a twelve-week seminar dealing with theories of learning and small group dynamics, as well as a five-day sensitivity training session.

The questionnaire was administered on a pre-post basis with approximately a twelve-week time interval (duration of GSB 309). Questionnaires were matched according to student I.D. Attempts to establish a control group proved futile as less than twenty percent of a non-enrolled random sample of black students responded to the mailed questionnaire.

The results provided several pieces of information that were not anticipated. Probably the most unique finds dealt with questions relating to "the system".

376

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STUDENT OPINIONS AND BLACK STUDIES

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When the Black Studies program was established at S.I.U. in the fall of 1968, the organizers of the program articulated a firm commitment to the development of an intellectually challenging but non-traditional university unit. However, the program developers were not unrealistic and therefore recognized that universities, probably more than any of our social institutions, are antipathetic to demands for sudden change.

At this point, it is significant to note that the S.I.U. group was not just interested in reform or revolutionary change vis-a-vis black people at S.I.U., separately or in a vacuum. One of their major concerns pertained to making the primary educational mission of the University relevant and responsive not only to the contemporary educational needs of the constituency of the University, but also to the critical social, political, economic, and psychological problems of our technocratic society. Relevance here is in terms of general subject matter, with the goal of developing a better balance between the humanities, social sciences and sciences which most universities have provided or are even now prepared to provide. We were not so naive as to believe that Black Studies, singularly, could overcome the effects of cultural, economic, and educational deprivation. The entire university had to become responsibly responsive. Relevance here is also in terms of the applicability of the education received. As stated by Henry A. Bullock, "... research has shown that black 'retardation' (quotation mine) is more a function of the irrelevance of what the black student is being taught than of his inability to do college-prescribed work."[1] Within this context, the program designers were sensitive to the fact that applied studies do not flourish very long unless they are attached, in fairly close proximity, to more abstract matters--racism, for example. As should be apparent, extension of the traditional mission of the American university was envisaged regarding community problem-solving through teaching, research and service.

One of the test variables regarding what was feasible at S.I.U by way of constructive educational change and relevancy--within a black context--was the experimental course GSB 309, or, Introduction to Black America. Personnel within the program were committed to the establishment of a system which would be constructively responsive to the educational needs of minority students whose preparation--academic, psychological and otherwise--was such that it would predictably (ACT, etc.) handicap or interfere with their development. GSB 309 was designed to test-out the preceding types of assumptions.

GSC 309, "Introduction to Black America," is a course in one of the five areas where students meet the general distribution requirement. This course may be taken by students in any year of study, freshmen through graduate. Any undergraduate may meet one of the General Studies Area B ("Man's Social Inheritance and Social Responsibilities") requirements with this course. (The course has since been modified, i.e., it is now offered

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[1]Henry A. Bullock, "The Black College Must Turn Black," in Effective Use of Resources in State Higher Education, Southern Regional Education Board (Atlanta: Southern Regional Education Board, 1970), p. 42.

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as a freshman-level course.) The general objectives of the course may be outlined as follows.

(1) To form and/or re-form attitudes and viewpoints regarding the events and experiences which have shaped the present day Black American complex.

(2) To obtain sufficient knowledge to support these attitudes and viewpoints.

(3) To learn to refine and to broaden both knowledge and attitudes in this area through study and personal interaction.

(4) To improve the ability of students to critically analyze issues as evidenced in written papers and group discussion.

The course was taught by a Black American Studies staff member who was half-time faculty with BAS and half-time administration as the assistant to the director of the total program. His major responsibility in the course was coordination of two general sessions per week and coordination of the efforts of assistants in the smaller discussion groups, called "Learning Groups." Assistants, or group leaders, were undergraduate juniors and seniors, who work in discussion groups with ten to fifteen students. The course was highly experimental in terms of content. There was heavy reliance on students for in-put--affective as well as cognitive.

The course was preceded by a quarter of shop work in which participants met for four hours per week. The participants consisted of consultants from the Educational Research Bureau and the design department, the Learning Group leaders, the coordinator, and observer-consultants from the BAS staff. Academic credit was given to the student Learning Group leaders. In these sessions content was tested and revised; evaluative methods were found; the course was made. This developed into an on-going course (BAS 322), meeting weekly for the duration of GSB 309.

All Learning Group leaders and the coordinator also participated in a preparatory, sensitivity training experience for one week, from early morning until late evening. The group saw it necessary to come to terms with themselves first before dealing with what could amount to emotionally explosive issues with students. This experience was continued during the break preceding each quarter the course was offered.

Finally, to involve the larger University community, the course utilized as lecturers/demonstrators/consultants, (1) a number of students and faculty members from various disciplinary and services areas of the campus who had shown considerably interest in Black Studies, or whose areas were of special pertinence to Black Studies, as well as (2) key people from the community, emphasizing the BAS commitment to the black community. Howard Fuller, Andrew Billingsley, and C. L. R. James are representative of outside individuals brought in as lecturers. Audio-visuals (films, tapes, records, video-tapes) also were used. The potential for in-put and relevance, so important to the

success of BAS was secured by this kind of care and planning. BAS saw these as the harbinger of the direction the total University must take.

It may be significant to note that an experimental grading system of "A" or "Incomplete" was utilized in the course. There is a trend in education toward mastery learning and increased attention to individual differences in instruction. Thus procedures were adopted in 309 to insure that the most students as possible would achieve the course objectives--i.e., essentially by providing students with model essays to examine providing an opportunity for students to rewrite unacceptable papers until they met the acceptability criterion and requiring students to pass tests over material missed when they were absent. Correlatively, the course designers were attempting to develop a system of learning-testing relative to 309's objectives, which would adequately test for mastery of criteria and possibly even examine and highlight crucial pivots in 309's instructional procedure. The preceding is noted to provide insight into the nature of the educational planning and concern within Black Studies. However, the data presented in the session will deal only with the attitudinal impact of 309 on the students enrolled.

As should now be apparent, 309 provided the means through which self-study was initiated as an integral and continuing aspect of the Black Studies effort at S.I.U. Some of the peripheral benefits provided by 309 are as follows:

(1) Leadership training for at least 20 black students/year.

(2) Means of defraying educational costs.

(3) Direct involvement of students, black students in the instructional program re. curriculum development, instructional model building and evaluation.

Perhaps not so peripherally, it was hoped that 309 would assist students in coming to terms with such things as weak egos and perceptions of incompetence. GSB 309 was designed to be a high motivation course which would have a positive effect on skills development through changes in teaching, curriculum models, and evaluation. In addition, the nature of the course, in terms of design, content and numbers of black students and staff would provide an interesting and educational learning lab for white students who now found themselves in a minority situation.

GSB 309 was considered to be of motivational significance because it embraced the three principle components of motivation--namely motive, expectancy (subjective probability), and value. When viewed through the 309 perspective, the black student should begin to conceptualize--earlier--the role that the application of internal, personal energy can have on his ability to develop marketable skills--skills which are germane to the black movement in America.

Because the psychological burdens at predominantly white institutions are far greater than the academic ones, with a resultant psychological crippling and high attrition rate among black students--students without access to other educational institutions on a par with their white counterparts--we are losing invaluable resources. This is not mere speculation.

For example, S.I.U. has probably the largest black student resident population of any of the major institutions of higher learning in the country. While accurate figures are not available, it is estimated that about 10% of the student population at S.I.U. is black American. In round numbers, based on 1968 enrollment figures, we are talking about 2500 students. Supportive inferences regarding the severity of the attrition problem may be drawn from a report prepared by Dr. Loren B. Jung, Director of Institutional Rsearch at S.I.U. The report pertained to the distribution by grade point average of black students (who indicated that they were black) on the Carbondale campus for the Fall Quarter, 1968.[1] The data may be summarized as follows:

(1) Of those students who indicated that they were black, the following breakdown was provided regarding class status:

Freshman level -- 572

Sophomore level -- 229

Junior level -- 155

Senior level -- 106

a. If the black freshman enrollment was relatively stable over four years, the data are indicative of a serious attrition rate:

60% F-So.; 32% So.-J; 32% J-S. Using the previously quoted figures, there is an attrition of 82.5% from the freshman to the senior level.

(2) Of 246 freshman who indicated that they were black, and for whom GPA's were available, 68.3% (168) had averages below 3.0. Percentages for the other levels are as follows:

Sophomore -- 41%

Junior -- 27.5%

Senior -- 7.6%

a. The percent of students across levels with a 3.0 GPA were:

F = 8.5% (n= 21, N = 246)

So. = 15.4% (n=30, N=195)

Jr. = 19.7% (n=28, N=142)

Sr. = 14.3% (n=15, N=105)

N=no# for whom averages were available; n=no# with 3.0 GPA

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[1]Personal Reference, Loren B. Jung, Director of Institutional Research, Southern Illinois University, Carbondale, Illinois, March 12, 1969.

If the above percentages are added to those for students under 3.0, the percent of students in a "marginal to in trouble" category increases to 76.8, 56.4, 47.2, and 21.9, respectively. (The situation is further compounded by areas with GPA requirements other than 3.0 for graduation and student teaching.)

As tenuous as they may be, these data indicate that even for those black students who gain admission to S.I.U. through normal channels, there is a serious problem of success within the system. The data are also indicative of a need to "enrich" the freshman-sophomore experience for black students (chances of graduating appear to increase substantially if a student can "survive" through the sophomore year, based on GPA data). Before any conclusive statements can be made, more definitive longitudinal studies must be undertaken.

With much of the pre-college education of blacks, all over the U.S., being inferior, on the basis of contemporary evaluative and admissions standards, education may never be a means to equal access to vertical mobility for the black American. The raising of admissions requirements, cut-backs in appropriations for higher education, and the rising cost of a college education only compound the educational problems of black Americans. Thus, the fact that 309 is now a freshman level course, with the possibility of developing further into a sequential, three-quarter, freshman course at S.I.U., may prove to be a significant adaptive medium leading to meaningful and successful matriculation. The current study was the first in a series of on-going research studies planned by the Black Studies staff.

Procedure and Results

In an effort to collect information from those individuals who were participating in the Black American Studies course 309, an open questionnaire was developed in order for us to assess the general attitudes of those individuals in the study with respect to education, black-white relations, and "the system". The purpose for deciding upon an open ended questionnaire is obvious. It was the intent of those of us who were conducting the research not to provide possible alternatives to the individuals that were either inappropriate or not in the psychic structure that the individual was using to respond. It was the intent of the researchers for the individual to have the opportunity to express in his own words the way he felt. As we discuss these results I think we can see the distinct advantage of providing an open ended questionnaire of this type to point out some of the problems that we have in research in any area of attitude and particular with respect to Black American Studies programs.

The initial data collection was at the beginning of the twelve-week Fall Quarter. The information was collected in the classes of GSB 309. The individuals were asked to take the questionnaires and seriously consider the questions and give us as accurate an answer as possible. The individuals were permitted to take the questionnaires home, and they were allowed at least one week to complete the questionnaire. They were asked not to discuss the questionnaires nor the purpose with other individuals and it was our hope that the results or answers they provided us would be their own answers. In reviewing the results it is obvious the individuals did not get together and work on the answers and we have evidence that leads us to believe that they were sincere in their responses. At the end of the twelve-week quarter

the individuals were asked to complete the same questionnaire. It should be pointed out that at the ginning of the quarter they were not aware that they would be asked to complete the questionnaire again at the end of the quarter. It was surprising to note that there were very few comments as to why they had to complete the questionnaire again. We were quite honest and open with the individuals in terms of the fact that we did need the information again at the end of the quarter. As a result of these two data collection points, there were a total of 155 individuals who had completed the questionnaire at both the beginning and the end of the twelve-week quarter. These 155 responses were used in the data analysis for this paper.

In appendices A, B, and C of this paper, you will find the specific responses that were recorded at least two times in the pre and post setting. It should be of interest to most readers to look at the wide variety of responses that we were able to obtain from the open ended questionnaire. We think that it is most obvious that if we had provided any questionnaire other than the open ended type of questionnaire the variety of responses would not have been available to us as researchers. In the following portion of this paper we will attempt to summarize in general the results that were obtained with respect to each question that was asked on the questionnaire.

Education

Why did you choose to go to college? By far the most prevalent response to this question was that the individuals chose to go to college in order to seek better employment opportunities and have a better chance to earn a good living. The only other type of response that was given that might indicate the feelings of at least a segment of the individuals participating in the program was that a lot of the individuals felt that attending college would in general help them as a person. Therefore, the general pattern of response to this question indicated that the individuals who were in GSB 309 were in general attending college in order to better themselves for employment or economic reasons or for the general purpose of improving themselves as individuals.

Why did you choose to attend Southern Illinois University? The majority of the individuals responding to this question indicated that they chose Southern Illinois University because it was inexpensive and they had the opportunity to apply for some type of financial assistance or become active in a student work program. The second most prevalent reason for individuals attending Southern Illinois University who responded to this questionnaire was the fact that they had friends who were attending here and the friends had encouraged them to attend Southern Illinois University.

What do you plan to make your major concentration while attending Southern Illinois University? Why? The three most prevalent majors listed by the individuals responding to this question were 1) business; 2) sociology; and 3) education. Over half of the individuals responding to the questionnaire indicated a preference of a major in one of these three areas with the business, sociology, and education areas almost equally dividing the number of individuals responding. Major reasons for these individuals to select the specific major that they indicated with respect to question 3 seemed to fall in the category of better employment opportunities or the personal interest of the individual. It should be pointed out with respect to responses to these questions, it was quite encouraging that the individuals in this course all did a very adequate job of responding to why they were selecting a specific major.

How long do you expect it to take you to obtain your degree? Why? Almost all of the individuals responding to this question indicated that they felt that it would take them four years to complete their degree. The rationale for taking only four years to complete the degree is that this is the amount of time that it would take the complete requirements. It should be pointed out here that this response might be a very important response for those of us involved in counseling individuals as they come into the university setting in terms of making them aware that it is sometimes difficult to complete all of the requirements of a university in a four-year time period. It is also interesting to note with respect to this question that there was some change in the pre to post time period of those individuals responding to this question. In general one can say that at the end of the quarter the individuals were speculating that it might take them a little longer to complete the degree than they originally anticipated. This would seem to be a positive effect of the particular program or at least the quarter in which the individuals were enrolled in GSB 309.

Do you plan to go to graduate or professional school? Why? The results of this indicate that those individuals involved in this course planned to attend a graduate or professional school. At the beginning of the research study, 75% of the individuals involved in the program indicated that they felt that they should go on to a graduate or professional school. At the end of the quarter over 85% of the individuals responding to the questionnaire indicated that they felt that they would go on to a graduate or professional school. The predominant reason why the individuals were indicating that they felt that they needed to go on to a graduate or professional school was the fact that they felt that their degree demanded it if they were going to be able to have good employment opportunities.

Upon receiving your degree, what do you expect to receive as a starting salary? Why? In general the two responses that were received most often with respect to this question indicated that either the individuals had no idea as to what their starting salary would be or they speculated that their starting salary would be somewhere between $8,000 and $10,000. It is interesting to note that less than 1/10 of the individuals responding to this questionnaire felt that their starting salary would be over $10,000. The general rationale as to why they speculated the salary would be $10,000 or less seemed to be that this was the impression of the individuals as to what the starting salary would be in the particular field that they were interested in.

Do you feel that courses like Introduction to Black America motivate black students towards greater educational achievements? Why? At the beginning of the quarter, 80% of the individuals involved in the course responded to this question with yes. At the end of the quarter, over 90% of the individuals involved in the course responded yes. The predominant reason given for responding yes to the first part of this question was that, in general, courses like the one in which the students were enrolled seemed to help the individuals in the course better understand themselves and their place in society. In addition, several of the individuals felt that the opportunity to take part in a Black American Studies course such as the one they were taking part in gave them the opportunity to increase their self respect and dignity.

What relationship, if any, exists between your current special interest and Black Studies? By far the most predominant response to this question

indicated that the individuals felt that the relationship existed because they were attempting to understand black people and the problems of the black people in today's society. Another response that was noted not as frequently as the previous response but was indicated by several individuals was the fact that they felt that it was a very important part in their major or minor which dealt with dealing with human needs.

GSB 309 was not intended to be geared towards "the system". Does this cause you to have a different feeling toward the course? Why? In both the pre and the post testing setting over 75% of the individuals responded no to this question. In response to the Why section of this particular item, the individuals by far indicated that the reason why they responded no to the particular question was that they felt the course, GSB 309, did deal with relevant issues as they viewed them from their perspective.

Black-White Relations

Should black studies be open to all students? Why? Of the black individuals responding to this question, over 91% of the individuals initially indicated that they felt that the course should be open to all students. In the second data collection period over 93% of the individuals felt that the course should be open to all students. As would be anticipated all non-black individuals responded to this question that they felt that all students should have the opportunity to take the Black Studies courses. The predominant reason for the individuals responding yes to this question seemed to be that the Black Studies Program offered all non-black individuals an opportunity to learn more about the black culture, to appreciate it, and to create a better understanding among blacks and whites.

What are the most important contributors to racism in the United States? Does Black Studies have any relevancy to racism? Why? By far the most frequent response to this question dealt with the fact that the most important contributor to racism in the United States seemed to be ignorance, apathy, economics or capitalism, and greed. These responses were especially prevalent in the black individuals responding to the questionnaire. The predominant response from the non-black individuals was ignorance. Among all individuals responding, the most prevalent responses to the second part of the question dealt with the fact that Black Studies helps individuals overcome ignorance and creates an atmosphere of understanding to help individuals understand racism and its dimensions. Although other responses were given, there was no systematic pattern that came close to the two responses indicated above.

Will Black Studies enhance your functional level in the struggle of black Americans for liberation whether you are a chemist, engineer, social worker, etc.? Why? At the beginning of the course, 77% of the individuals responded to this question as yes. At the end of the course, 90% of the individuals responded as yes. The majority of the responses to the why part of the question dealt with the fact that the individuals taking the black studies courses would better be able to deal with their problems because it increases their understanding, awareness, and insights to the problems of the black American.

Should white instructors be allowed to teach the Black Studies courses? Why? At the beginning of the course 93% of the individuals indicated that white instructors should not be allowed to teach Black Studies courses. At

the end of the course, almost 98% of the individuals responding indicated that white instructors should not be permitted to teach Black Studies courses. Over 96% of the non-black individuals responding to this questionnaire indicated that they felt that white instructors should not be allowed to teach Black Studies courses. The general tenor of the responses with respect to why white instructors should not be permitted to teach Black Studies courses dealt with the fact that the white individual does not understand, has not had the experience, and cannot tell us personally how it feels to be a black individual and deal with the problems that the black is faced with every day.

Should there be separate social and living facilities for black and white students? Why? In both the pre and post sessions approximately 70% of the black individuals responding to this question answered the question as no. Over 95% of the non-black individuals responded no to this question. The primary reasons for the no response to this question seemed to deal with the fact that separatism will not help and that individuals both black and white must learn to cope with and communicate in a mixed society such as the one we currently live in.

The System

What is the system as you perceive it at SIU? The wide range of responses to this question are fantastic. The reader is encouraged to look at the type of responses that were obtained as they are reported in Appendix C. The only response that seemed to occur more than three times in the total time period both pre and post measure was the fact that four of the students indicated that they felt that the President of the University was the system. The responses to this question strongly indicated that the fact that the system, although it is discussed quite frequently, has many, many different meanings to the individuals who are using the term and to those individuals who are listening to the term. Therefore, from the responses obtained to this question, it is impossible for the researchers to draw any conclusion as to what is the perceived system at SIU by the students who particpated in the Black Studies GSB 309. It should be pointed out that the individuals seldomed if ever responded in the same way with respect to this question from the pre to post setting. It would seem as if the responses were almost random with respect to this question between the pre and post measure. Less than 20 of the individuals in the study responded the same way in the pre and post evaluation session on this question.

Is the Black Studies program an extension of the system? Defend your response. Approximately half of the individuals responding to this question indicated that they felt that the Black Studies program was an extension of the system. The reasons for the response of those individuals who thought that the Black Studies program was an extension of the system was the fact that they felt that the Black Studies program was an attempt to buy the system to appease the blacks on the SIU campus. Other individuals who responded that they felt that the Black Studies program was an extension of the system indicated that they felt that the Black Studies program could not have existed unless the system was willing to permit it. The remaining individuals who responded that they felt that the Black Studies program was not an extension of the system seemed to indicate that they felt that the structure of the courses indicated that the Black Studies program was not an extension of the system. Another response by these individuals that seemed to occur quite often

was the fact that they did not feel that the Black Studies program was a pacifying type of program and they felt that in general it was not a yes man to the system as they perceived it. Once again it should be pointed out that the impact of the response to Question 1 in this section of the questionnaire would indicate that the individuals who responded to this question were making several different reference points when they referred to the system.

How can the system show that it is interested in you or work to benefit you? The most predominant responses here seemed to indicate that the individuals felt that the way in which the system as they perceived it could be more helpful to them was to recognize them more as individuals. The individuals in GSB 309 felt that the system needed to be more responsive to them as individuals. It is interesting to note that very few of the individuals responding to this question indicated that they wanted the system to completely leave them alone.

Should SIU continue its support to the development of academic and other programs related to Black Studies? Well over 97% of the individuals responded to this question as yes. It should be pointed out that the individuals responded in the same manner both in the pre and post setting to this question. The primary reason for the individuals responding to the questionnaire as they did relates back to the responses to the questions as to why they participated in the Black Studies program initially. It should be pointed out that those individuals in the Black Studies program felt that it did help them to learn more about htemselves, to make them more aware of black problems and hopefully to allow them to deal with issues that were more relevant to them as black individuals.

Why do you think you were asked to respond to the preceding questions? The researchers asked this question in order to come back to the individuals who had responded to the question and provide them with the answers that we felt were appropriate to this question and to make them well aware of what the intent was for developing this questionnaire. By far, the vast majority of the individuals responding to this questionnaire felt that it was in general a survey of their attitudes and feelings and was an attempt to evaluate the course, GSB 309, and an attempt by the university to understand more about the students who were participating in the Black Studies program. It should be pointed out here that the researchers were quite pleased with the response to these questions and that it was out of interpretation that the individuals considered this a constructive attempt by individuals who were attempting to cooperate with the Black Studies program.

Discussion

The results of this study would seem to indicate that there was very little change with respect to the attitudes assessed in the open ended questionnaire during the twelve-week period. It would seem that the attitudes that the individuals had with respect to education, black-white relations, and the system did not change or did not crystallize as a result of the GSB 309 course. It should be pointed out very quickly that attitudes are the type that one would nto expect a drastic change in one short twelve-week period.

In a general way of reviewing the results of this study, it would seem that those individuals who participated in the Black Studies program seemed

to in general appreciate the relevance of the Black American Studies to the problems that they wished to deal with. It would seem to the researchers that the individuals who participated in the Black American Studies program felt that they were able to get from the program that which they anticipated getting. It would seem that the majority of the individuals who participated in the GSB 309 course were concerned with the fact that they did not have enough understanding of the Black American and his problems, and they felt that the opportunity to participate in this course would help them. It would seem from the results of this study that they felt that participation in the Black Studies program was helpful to them.

Probably the most important result from this particular research study is the information which we obtained which indicated that the individuals who were participating in this program and who were talking about "the system" and discussing the concept of this system were not in agreement as to what the system was. It would seem most important for us to be able to assist individuals in working within the system to be able to define the system and reach agreement as to what was being discussed. It would seem that it might be appropriate in the Black Studies program when an individual is trying to relate to the system that he understand or at least agree with those individuals listening as to what the system is. It would seem that we can go back to the basic problem of everyone understanding what they are talking about before they attempt to deal with it. Therefore, it would seem appropriate for the individuals involved in this particular Black Studies program to make a real effort to describe and define the system that they are talking about in the Black Studies program. This is in no way an attempt to imply that there is such a thing as a single system, but it would seem before we can assist individuals to operate within a university system that we should be able to describe the make up of the university system such that if an individual is working within it and has problems, he realizes the alternatives that he has available to him. Therefore, probably the most appropriate comment that can come from this particular research study is that in future work in the GSB 309 course, the individuals responsible for the material in the course might seriously consider dealing with the issue of helping the individuals in the course describe the university system in which they are operating and make the individuals in the course aware of the alternatives that they have available to them within the system.

Of particular interest to those individuals who are concerned with doing research on black studies programs, we feel that the use of an open ended questionnaire is quite appropriate for the type of information we were trying to obtain. We are the first to admit that the evaluation, analysis, and interpretation of the data is quite lengthy, involved, and in many cases, subjective. But on the positive side we would argue that the fact that the individuals were given the opportunity to respond to the questions that we wanted answered in the manner in which they wanted to answer them. We feel that we placed few constraints on the individuals who were attempting to respond to our questions. We feel that it is evident from the variety of responses that we found to our questionnaire that if we would have attempted to establish more constraints on the questionnaire, we would have inhibited those individuals attempting to respond and lost vital information. Probably the most glaring case of this is the question dealing with asking the individuals to define the system. The researchers probably could in general agree to the definition of the system or alternatives to the definition. It is quite obvious though that we would have been unable to define or provide possible

responses to this question in the manner that would have allowed everyone to have marked their preference if we had used some other restrictive system. Therefore we would encourage researchers to at least consider the possibility of using open ended questionnaires when dealing with attitude assessment of this type. Even though the interpretation and analysis of the data is indeed complex, we would strongly encourage researchers to consider the open ended questionnaire for attempting to assess attitudes.

January 27, 1971

APPENDIX A

EDUCATION

1. Why did you choose to go to college?

   Better employment opportunities, money

   Concern for social issues

   Increased knowledge and education in general

   It was expected of me by parents and peers

   To further the cause of the black community

   Avoid the draft

   To learn about or find myself as an individual

   To participate in athletics

   To earn a degree

   To learn to survive in a racist environment

   A change of atmosphere

   Fulfills personal needs

   Didn't like working

   To succeed in the system

   To change the system

   Meet new people

   High school wasn't enough

   Escape from the slum

   Won a scholarship

   To beat whitey at his own game

2. Why did you choose to attend Southern Illinois University?

   Inexpensive to attend; financial reasons

   SIU is known as a party school

   It had the desired area of study

   Had friends there; their influence

   Heard more about it

Low or easy entrance requirements

Received a scholarship (all types)

Recommended by a counselor or teacher

Because I got accepted

It was close and convenient

I don't know; no particular reason

High scholastic ranking of the university

Family or peer group influence

Far away from home

It has a liberal attitude

Beautiful campus and climate

More black population at SIU

Because of VTI

Because of its size

Because of pamphlets, catalogs and other literature

Because of veteran benefits

3. What do you plan to make your major concentration while attending Southern Illinois University? Why?

Majors/

Business (all areas)	History
Pharmacy	Black History
Political Science (government)	Engineering
English	Communications
Sociology	Education (all fields)
Undecided	Zoology
Theater	Physical Therapy
Art	Philosophy
Psychology	Spanish

Science (all fields)	Pre-med
Pre-law	Home Economics
Mathematics	

Why/

Money expectations	Personal interest
Independence	Lack of knowledge in the field
Enjoyment, I like it	Work with children
Primary goal	No particular reason
Understand the system	Infiltrate the system
To teach	Contribution to society
Work with people	Preparation for Graduate School
It's my talent or ability	Black liberation
It's a broad field	To be different

4. How long do you expect it to take you to obtain your degree? Why?

Time/	Reason/
Don't know	Time left to complete it; completed requirements
1970	Putting myself through; finances
Four years	Dropped out for awhile; interruption; transfer
Three years	Slow learner
1971; one year or less	Poor advisement
Five years	Difficulty in school
Two years	Lack of interest; goofed around
Don't plan to get a degree	Taking a light load; no hurry
Five or more years	Avoiding the draft
	Attend school year-round
	Changed majors

Supporting a family

Attend part time

Taking a double major

Stupid General Studies

No major

Going on for an advanced degree

Poor student

Extracurricular involvement

5. Do you plan to go to graduate or professional school? Why?

1. Yes
2. No
3. Unuecided

Reason/

Interest in my field

No need

Good experience

Black liberation

Better job or pay

Don't want to

For higher degree

Degree demands it

Undergraduate school is enough

To help others

More flexibility

Need specialization or improvement

Takes too long

Can't afford it

Don't want to go to work

No interest

I'm too old

Women don't need to

So people will listen

Because of the draft

Plan to go into business for myself

To compete

Couldn't quality

Need practical experience

6. Upon receiving your degree, what do you expect to receive as a starting salary? Why?

	Reasons/
$12,000 or above	Because of my training
$10,000 to $12,000	Starting salary in my field
Whatever the market is	To live comfortably
$8,000 to $10,000	Salary is insignificant; or not primary
No idea; don't know	To survive
Enough to get by	I deserve it
$5,000 to $7,000	I won't for any less
$15,000 to $20,000	Business for myself
$12,000 to $14,000	Too far in the future
Over $20,000	

7. Do you feel that courses like Introduction to Black America motivate Black students toward greater educational achievements? Why?

	Reason/
Yes	Helps blacks understand their position, better insight
No	Specifically geared to blacks
Depends on the individual	Increases self respect, dignity
Don't know	Brings people together; unity
	Individual help stressed
	It's removed from the system
	Very relevant to real life
	It's not realistic
	Helps relate to the system
	Gives a desire for more knowledge
	Creates hostility toward whites
	Little stress on educational achievement
	Helps people think for themselves
	We're worried about the present, not school

8. What relationship, if any, exists between your current special interest and Black Studies?

   It relates to my major or minor

   No relationship

   Want to teach black studies

   Black studies is my interest

   Understanding black people and their problems

   Political relationships

   Enjoy studying black history

   Want to help blacks

   Survival

   Interest in revolution or black liberation

   Planning to marry a black guy (white girl)

   To gain general knowledge

9. GSB 309 was not intended to be geared toward "the system." Does this cause you to have a different feeling toward the course? Why?

   Yes

   No

   Undecided

APPENDIX B

BLACK-WHITE RELATIONS

1. Should Black Studies be open to all students? Why?

Yes	Reasons/
No	To gain equality integration for all
Undecided	Should be open only to blacks
	For better understanding for blacks and whites
	White students cause dissention
	So whites can learn black culture, problems, etc.
	Because it's part of educational freedom
	It would only be more white infiltration and oppression
	It is more important for blacks to learn to relate
	Because there are both blacks and whites and others
	The staff is integrated, so the students might as well be too
	It's important to all students
	There is enough segregation already
	Whites don't need to know about blacks
	Whites aren't ready for such a course
	So blacks can get a white point of view
	To help liberate blacks
	Whites only attend for curiosity

2. What are the most important contributors to racism in the United States? Does Black Studies have any relevancy to racism? Why?

Misunderstanding	Reasons/
Ignorance	Black studies help overcome ignorance and misunderstanding
Mass media	Helps understand racism and its dimension
Capitalism; economics	It encourages involvement
Prejudice; hate	

APPENDIX B, page 2

	Reasons/
White supremacy or just white man	Educates blacks to act
Apathy	No relevance
The U.S.	Teaches how to surpass whites
White fear	Don't know
Narrow mindedness	It can change attitudes
Isolation (segregation) of blacks	Increases separation
Parents; heredity	Only helps blacks know themselves
Class distinction	Yes
Unequal employment	It takes black out of the system
Lack of communication	
The system	
Attitudes	
Politicians and politics	
Environment	
The education system	
Historical reasons	
Cultural institutions	
Slavery	
The status quo	
Poverty	
K.K.K.	
Human nature	
Both blacks and whites	
Fascism	
Black inferiority complex	
Militants	

3. Will Black Studies enhance your functional level in the struggle of Black Americans for liberation, whether you are a chemist, engineer, social-worker, etc.? Why?

Yes	Reasons/
No	Don't know what black studies is about yet
Don't know	I will be able to deal with the problem
I hope so	Increases understanding
	I will be able to teach others
	Teaches blacks of their heritage and culture and identity
	Will give blacks more courage
	Through my future occupation
	Helps cope with the white world
	Points out where I can help
	Minds were made up before black studies started
	Increases concern for black people
	Increases self understanding
	Learns how to change the system
	The movement needs educated people
	Will help me deal with other people
	Brings blacks together
	People like the status quo after they get settled
	It should teach us to out do whites'

4. Should white instructors be allowed to teach Black Studies courses? Why?

Yes	Reasons/
No	Personal characteristics of whites
	Instructors view of student depends on color
	Depends on course content
	If very qualified, or no black instructors available

White instructors don't relate to black students

Material only relevant to black instructor

White person won't be accepted

White man needs to learn, not teach

White person doesn't understand, hasn't experienced, personally, the black experience

White man can't tell blacks about their own people

Blacks need to relate to instructor

Back psychological effect

To say no is reverse racism

White people don't want to teach black studies courses

When black studies become more established

Need both black and white point of view

White instructors inherently biased view

To white people only

5. Should there be separate social and living facilities for Black and white students? Why?

Yes	Reasons/
No	Must have freedom to chose either way
Other, unsure, mixed	Racism, separation won't help, this is what we're fighting etc.
	Need to learn to cope, communicate, in mixed society
	Tension, problems, of close social contact
	Prefer living with own
	If facilities are equal
	Bring blacks together, unify black community
	Good interracial experience
	Would break communication
	Need to learn about ways of whitey
	Blacks would get poorer facilities

Social and dorm life now geared to white student

Whites are racist

Against the law

Campus, social life already separate

Should be some separate facilities

Should chose own roommates

Integration too much trouble

If blacks all together, easier to wipe out

Too late for whites to learn

Blacks have very different social events

Living will bring both exploited students together

Different cultures, nothing in common

Except where there is real friction

Prove independence of blacks

APPENDIX C

THE SYSTEM

1. What is the system as you perceive it at SIU?

Factory, turning out people to fit society

University is organization for perpetuating, promoting state and country ideals

Means of making blacks think all is OK

White system, white establishment

Bull shit, poison, funky. Other one word epitaphs

Maintains values of white America

Indoctrination into white capitalist society

A group depriving students of personal freedoms, personal needs

Not tangible

Nebulous force and structure

Bureaucracy

Not open to minorities

Production of black people who think white

Military complex

Government complex

Maintains status quo (no change to better others)

Town-local government

Black and white people after self gain

Profit for Carbondale, business men, landlords, etc.

Changing toward good

Racist-bigoted

Delyte Morris

Illinois government

White students

Keep black people down

Economic gain

Promising

Administration, Board of Trustees

Capitalism

Conservative

Censorship

Rule by few

Same as U.S. system

Set up to meet needs of students

The way things are done

To learn and be tested

Set up to get as many blacks out of school as possible

Grading system, course requirements

Housing system

Teachers

Greeks

Fascist

Mixture of good and bad

Efficient and necessary

Fair

Business

Well integrated

Corrupt

Out dated, wrong priorities

Police

Live and let live

Only appears to transfressors

Apathetic students

2. Is the Black Studies Program an extension of <u>the system</u>? Defend your response.

Yes

No

Mixed

Defense/

Good exchange of ideas, learning experience

Supported by the system

Wouldn't exist if it wasn't

Relevant to black student

Black students given a chance, have power

Individual is important

Attempt to appease blacks

Provides opportunity for change from within

Has what students want

Still have to meet course requirements

No pacifying, thorn in side of system, works against system

Not same structure as "system" courses

Tries to integrate black culture in white culture

Freedom

Should be so

Not too much different from other courses

Whites will take over if success

Establishment thinks it is

OK anyway

Indoctrination into system

Blacks set up own mysth system as bad as whites

White instructors

Grades controlled by university

3. How can the system show that it is interested in you or work to benefit you?

Give full rights and opportunities

Do away with racism

Help me understand my culture, increase Black Studies courses, etc.

Reorganize on more individual level, listen to me, be more responsive

It can't

Leaving me alone, letting me be myself

Become more involved, more relevant

School related things (grades, good teachers, etc.)

Social reform

Follow constitution

Give students power and freedom

Change completely

Continue in present direction

Support and understanding of black students

Change from capitalism to socialist (better distribute wealth, share, etc.)

Financial support

Destroy itself

4. Should SIU continue its support to the development of academic and other programs related to Black Studies? Why?

Yes

No

Reasons/

Shouldn't become separate from university

Blacks need to learn about selves, makes blacks aware, relevant to blacks

Might bring understanding between blacks and whites

Learning about, confronting social problems might bring change

To appease blacks, ease hostility

To integrate education, incorporate new body of knowledge

SIU won't last long without it

To make blacks and whites more aware

Interesting class, good learning, good interaction (aside from issues)

Relevant

Beneficial for all

SIU will still control, geared to system

Part of keeping up with other schools

Liberalizing effect on school

Way for SIU to show interest in black student

If moves toward liberating black people

Blacks pay taxes, learn about whites--fair thing, equitable

Be many black students at SIU

Can become related to northeast community

Not really black

Whites need it

5. Why do you think you were asked to respond to the preceding questions?

So university can understand course

To evaluate course and/or black studies, to understand students in B.S. or 309 course

General survey of attitudes, feelings, etc., no mention of B.S. or course

To find out about black students

For someone's research, thesis or book

"System" is making a file, keeping records

Pre-test to determine effects of the course

To make student writing it think

Find differences between black and white students

Find differences between rural and city dwellers

President Morris wanted it

Justify course to administration

See how many white people would bother to fill it out